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ABSTRACT

A survey of the middle and senior high school home economics teachers and principals in Wisconsin was conducted to identify the present status of the home economics program which would serve as a basis for future program development and staff education. To obtain an accurate description of the home economics program, questionnaires were developed which sought information concerning the professional preparation and experiences of the teachers, the principal's views of the program, and the consumer and homemaking projects, occupational education projects, and programs for special learners. Findings from the survey revealed that: (1) The Wisconsin home economics program consists of 11 identifiable content areas, (2) Teachers tended to rely on commercial and non-commercial pamphlets and brochures, filmstrips, periodicals, films, and transparencies as main resources for the department, (3) The consumer concept whether taught as a separate unit or integrated was receiving attention at beginning, intermediate, and advanced course levels, (4) No specific home economics programs were identified as being specifically for economically disadvantaged students, and (5) According to the principals, the direction for home economics over the next three years should be in the areas of consumer education, career opportunities, and family living. A separately bound abstract of this project accompanies the full report. (SB)

STATUS SURVEY OF SECONDARY SCHOOL HOME ECONOMICS PROGRAMS IN THE STATE OF WISCONSIN

1972

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IN THE STATE OF WISCONSIN 1972

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STATUS SURVEY OF HOME ECONOMICS AT THE SECONDARY LEVEL IN WISCONSIN

Chapter I - Introduction

The educational patterns in secondary schools have been undergoing numerous and distinctive changes during the past ten years. The home economics programs have not been exempt from these changes. Previous federal vocational program support established by the George Barden Act was phased out. Secondary programs have extended their clientele into the middle school as well as changed focus. The Vocational Education Act of 1963 and the Vocational Amendments of 1968 gave impetus to development of programs in consumer education, occupational orientation, and disadvantaged as related to homemaking education. Consequently, programs of home economics needed to be reexamined as to priorities and alternative organizations. In 1970, the Wisconsin Home Economics Conceptual Structure and Planning Guide was finalized and distributed to all home economics teachers within Wisconsin. Implementation was supported by an extensive in-service program to be conducted over a five year period.

The changes within the secondary home economics program could not be evaluated as there was no base line for comparison. The reporting of enrollments, programs, and courses had been incomplete and inadequate for making judgments. The need for a description of the current status of home economics in the secondary schools of Wisconsin was evident.

Problem. The purpose of this survey of the secondary, (middle school-senior high school), home economics programs within Wisconsin was to

identify present program status which would serve as a basis for future program development and staff education.

Utilizing the five areas delineated in Part F of the Consumer and Homemaking Education section of the 1968 Vocational Amendments and the intent of the purpose of this survey, the following objectives were established:

1. Identify the number, focus, content, enrollment, and staffing for programs for state and selected school systems in:
   A. Homemaker
   B. Consumer education
   C. Vocational (occupational) programs
   D. Economically depressed areas
   E. Professional leadership
   F. Ancillary services
   G. FHA
2. Assess administrator's perceptions of their home economics programs.

Limitations of study. The survey was limited to the second semester of 1972 and to the public school home economics teachers and administrators as identified by the Wisconsin Department of Public Instruction. This study was subject to all the weaknesses when utilizing a written questionnaire for data collection.

Procedure. The program of home economics in the secondary schools of Wisconsin involved 1150 teachers, 604 principals, and approximately 604

schools. To attain the most extensive response and broadest base for an accurate description of home economics secondary programs a series of questionnaires were developed for collection of data. A total of six questionnaires based upon the objectives of the study were designed for:

1. Department chairmen
2. Professional information
3. Principal's view of the home economics program
4. Home economics programs for special learners
5. Consumer and homemaking projects
6. Occupational (vocational) home economics projects

The questionnaires were developed by the investigators, with the assistance of the personnel of the Wisconsin Department of Public Instruction and then field tested. Appropriate administrative personnel were contacted and approval was granted for mailing the questionnaires to all home economics teachers and building principals in Wisconsin public schools having home economics programs. Follow-up telephone contacts were made on non-returns until 91 percent return was achieved from principals and 91 percent from teachers.

Analysis of the data consisted of tabulating frequency counts and percentages. The data were analyzed according to geographical areas, programs, grade level in school, and selected teacher variables.

Chapter 2 - Results

This chapter includes seven sections, the first six sections of which present the results from each of the questionnaires in terms of frequencies or percentages of total responses for the state of Wisconsin. In addition, when the patterns of responses were noticeably different fo. selected geographic ares, Milwaukee or Racine, or for specified grade levels, junior or senior high, such departures from the state-wide patterns were given. For the professional questionnaire, unlike the other five questionnaires, responses were further examined according to the employment status of teachers, full or part-time, and noticeable differences were reported. Those questionnaire items that were common to administrators, department chairmen, and teachers are presented in section seven and are not included in the discussion of each of the respective six questionnaires.

The results are organized and presented from each questionnaire as a unit. In chapter III, the conclusions and recommendations are given in reference to the objectives of the study.

DEPARTMENT CHAIRMEN

On the basis of Department of Public Instruction information designating that there are 604 principals in schools having home economics programs, the data obtained from the number of persons responding to the Departmental Chairmen questionnaire, N-516, was assumed to be respresentative of the home economics departments in the state. In those home economics departments having two or more teachers, one teacher may have been designated as department chairman or may have served in this capacity without being so

specified. In some schools, one individual teacher may have returned this questionnaire reporting information for both the senior and junior high school within the same system. This may have been because she was the only teacher in a small school or because neither the junior nor the senior high school had a designated department chairman, thus one teacher assumed responsiblity for returning the information requested on the questionnaire.

Of the 516 returned questionnaires the following indicate the levels and geographic areas represented:

Level	State of Wisconsin N	Milwaukee N	Racine N
Junior High	116	12	3
Senior High	356	10	2
Other (middle school or junior-senior high combination)	44	2	0
Total	516	24	5

Of the 516 departmental chairmen, 356 were at the senior high and 116 at the junior high level. Forty-four were located in middle schools or a junior-senior high school combination. The distribution of departmental chairmen for Milwaukee and Racine was:

Level	Milwaukee N	Racine N
Junior High	12	3
Senior High	10	2
Other	2	0
Total N	24	5

The planning of the home economics program or individual courses was not limited to the input of only home economics teachers. A high percentage of chairmen indicated extensive use of other personnel, particularly students, for these recommendations. The responses in rank order of percentages were:

Personnel	Wisconsin (N=516)
Students	87%
Administrators	67%
Teachers within department	53%
Other home economics teachers within school	52%
Other teachers within school	45%
Citizens within community	33%
State personnel	24%
University personnel	18%

At the senior high level the same rank order was observed with one exception, a reversal of items "other teachers within the school" and "other home economics teachers within the system." For the junior high level, responses were similar to the overall response with only minor variations within the ranking of the first four items.

The ranking in Milwaukee and Racine school systems differed from the general pattern by:

Personnel	Milwaukee (N=24)	Racine (N=5)
Student	71%	60%
Teachers within department	75%	60%
Other teachers within school	29%	60%
Other home economics teachers within system	58%	100%
Administrators	46%	60%
State personnel	13%	0%
University personnel	5%	0%
Citizens within community	33%	0%

There was no attempt to gather information on all functions of the department chairmen but only on those functions that would reveal distinctive aspects of their responsibilities or those relating to their programs. One special function of chairmen is that of supervising other teachers within the department. Only 14 percent indicated responsibility for supervising other departmental staff. In Milwaukee and Racine, the picture was somewhat different in that 38 percent and 40 percent of the departmental chairmen assumed this function, respectively.

The support given to a department in the form of ancillary personnel can contribute to the efficiency of operation. Paraprofessional assistance was available to 19 percent, 97 of the home economics departments within the state. Sixty-five departments received assistance for less than 20 hours per week. Departments in senior high had a slightly higher proportion of paraprofessionals when compared to the junior high. In Milwaukee, 50 percent of the chairmen reported having paraprofessional services available to their departments. Of this group, approximately one-third of the departments had less than 20 hours per week of paraprofessional services.

In lieu of paraprofessionals, students could be employed. Of the 503 departmental chairmen responding to this item, 19 percent indicated the availability of student help. In only two percent of the cases were students used in excess of 20 hours per week for a department. In Milwaukee nearly 50 percent of the senior high departments had student help and 17 percent of the departments at the junior high level. Relatively few departments, less than 10 percent, had an excess of 20 hours of aid per week from students. Racine did not report the availability of any student help.

The use of paraprofessionals and/or students tended to be for preparing materials, 55 percent; care of department, 30 percent; assisting in laboratories, 28 percent; working with individual students, 23 percent; ordering supplies, 15 percent; and grading, 16 percent.

Another supportive service needed by teachers is that of secretarial help. Of the 506 responding departmental chairmen, nearly one-fifth or 110 individuals indicated secretarial help to be always availble. Most of these were at the senior high level, 54 percent, as compared to 31 percent at junior high. Distribution of infrequent secretarial help by percent of responses:

Category	N	Sr. High	Jr. High	Milwaukee
sometimes	231	73%	19%	29%
never	165	33%	7%	13%

A departmental activity in which the chairman frequently exercises leadership is that of evaluation. Although the extent and quality of program evaluations were not assessed, the evidence provided illustrated that departments were attempting to incorporate some means of feedback on their programs.

The main source of program evaluation were students and administrators and there was minimum use of student follow-up after leaving the program. The evaluation patterns as given in percentage of responses for Milwaukee and Racine as compared to the state are given in Table 1. As could be expected, junior high schools appeared not to utilize evaluations by North Central. Also the junior high departments carried out program evaluations at the initiative of the individual teachers about one-half as frequently as

Table 1

Sources of Program Evaluation as Identified by Home Economics Departmental Chairmen

Category	Total State (N=516)	Milwaukee (N=24)	Racine (N=5)
Evaluation by pupils in the program	72%	50%	60%
Evaluation by administrators	69%	58%	60%
Evaluation by North Central regional	35%	42%	40%
Only as individual home economics teachers may wish to do so	31%	33%	40%
Other home economics teacher's evaluation	26%	17%	20%
Follow-up of graduates	10%	8%	0%
Other	5%	0%	0%

for senior high.

Of particular interest was the trend to incorporate a play school activitiy within the child development course of study; thirty-nine percent, 202 of the respondents, indicated such an activity. The percent in Milwaukee was slightly less, 33 percent, and Racine the lowest, 20 percent. Statewide playschool activity was incorportated into 46 percent of the senior high schools and 19 percent of the junior high schools. These play school units varied in length of time:

Length of Time	N	%
1 week or less	99	49
1-2 weeks	46	23
2-4 weeks	37	18
more than 4	13	6
no response	7	4
N=	202	

In Milwaukee nearly one-half of their playschools were one week or less and these were situated in the junior high schools. At the senior high level, 38 percent were from 1-2 weeks and 13 percent were more than four weeks.

Throughout the state, the usual location for the playschool was within the department, 70 percent. Use of other resources within the school system such as kindergarten or first grade was utilized by 20 percent. Only five percent used community resources such as church programs and five percent did not specify. Within Racine, all play school programs were within the department. This was also true of Milwaukee with one exception, the resources of the school system such as kindergarten or first grade being utilized.

As to the amount of student involvement in the playschool activity,

64 percent of the responding chairmen indicated this activity included both participation and observation. Thirty percent of the departments were reported as having a playschool activity limited to active participation by students. The remaining 6 percent reported the playschool activity as limited to observation by students. In Racine only one departmental chairman responded to this item. Playschool activity there involved both active participation by students and observation by students. Milwaukee conformed to the statewide response.

An indication of the nature of resources used for the homeeconomics programs can be illustrated by the periodicals subscribed to by the department. The most frequently used of those periodicals specified for home economics in rank order of percentage were:

Periodical	State (N=516)	Sr. High (N=356)	Jr. High (N=116)
Coed-Forecast	98%	98%	97%
What's New in Home Economics	96%	97%	93%
Journal of Home Economics	41%	43%	34%
Teen Times	39%	52%	7%
Illinois Teacher	19%	21%	17%
Tips & Topics	17%	21%	10%
Other	8%	9%	7%

Of the senior high school home economics departments in Milwaukee, 80 percent indicated having all of the above periodicals available with the exception of Teen Times being reported by only 20 percent. Racine responded that all schools had Coed-Forecast and What's New in Home Economics and

there was great variability for remaining periodicals. In addition to the periodicals, home economics teachers relied heavily on other resources. The kinds of instructional materials used for instruction provides an indicator of not only what may be available but also preference as indicated by frequency of use. The largest percentage of "never use" resources included the categories: closed circuit TV, 82 percent; loop films 8mm, 75 percent; video tapes, 67 percent; and workbooks, 64 percent.

Instructional materials receiving average use by almost half of the departments included 16mm films, film strips, pamphlets and brochures from both commercial and non-commercial companies, magazines, and periodicals. Approximately 40 percent of all departments used transparencies with overhead projector, records, and textbooks (see Table 2). About 43 percent of all departments utilized pamphlets and brochures from commercial companies frequently, while 40 percent utilized film strips frequently. About 37 percent had frequent use of pamphlets and brochures from non-commercial companies, and magazines and periodicals. Textbooks, 25 percent, and transparencies with overhead projector, 27 percent, were the only other instructional materials used frequently by 25 percent or more of the departments. In Milwaukee, 77 percent or more of all departments never or seldom used workbooks, loop films 8mm, video tapes or closed circuit TV. The frequently-average used instructional materials by 73 percent of all departments in Milwaukee were textbooks, 16mm films, film strips, records, pamphlets and brochures from both commercial and non-commercial companies, and magazines. Of all of these instructional materials, pamphlets and brochures from commercial companies ranked highest with 91 percent of the chairmen indicating use as being average or frequently. The junior and senior high school

Table 2

Use of Instructional Materials as Indicated
by Home Economics Departmental Chairmen (N=516)

Item	Seldom - Never Use N	Item	Frequent - Average Use N
Closed circuit TV	481	Pamphlets, brochures from commercial companies	475
Other	480	Film strips	445
Video tapes	479	Magazines, periodicals	442
Workbooks	473	Pamphlets, brochures from non-commercial companies	415
Loop films 8mm	465	Transparencies with overhead projector	349
Audio-tapes	439	16mm films	333
Slides - slide series	413	Textbooks	325
Simulation materials	399	Records	250
Programmed or self-instructional materials	331	Programmed or self-instructional materials	185
Records	266	Simulation materials	117
Textbooks	189	Slides, slide series	102
16mm films	183	Audio-tapes	77
Transparencies with overhead projector	167	Workbooks	54
Pamphlets, brochures from non-commercial companies	100	Loop films 8mm	51
Magazines, periodicals	73	Video tapes	36
Film strips	71	Other	35
Pamphlets, brochures from commercial companies	40	Closed circuit TV	34

patterns regarding the use of instructional materials were similar.

In Racine, 80 percent of the departments seldom or never used loop films 8mm, slides or slide series and closed circuit TV. Response of never or seldom using simulation materials, audio-tapes or video tapes was 100 percent. The instructional materials used by 80 percent of the departments in Racine, frequently or on the average, included textbooks, film strips and magazines, and 100 percent used pamphlets and brochures from commercial companies. Again the patterns of use of instructional materials were similar for junior high and senior high schools.

Usually additional materials are available through some type of school resource center. Seemingly, this service is not adequate as of the 50 chairmen responding, 43 percent replied in the negative. At the senior high school level, there were 44 percent negative replies and 40 percent at junior high. Milwaukee appeared to have better service from their resource centers as only 10 percent negative responses were given at the senior high and 33 percent at junior high. Racine had 80 percent replying in the "no" category.

Only a general picture can be drawn for enrollment in the home economics content areas. The length of courses ranged from a unit to a full year. The following substantive areas are rank-ordered on the basis of estimated female enrollment: [1]

Area	Approx. Female Student Enrollment
Consumer Economics	126,000
Foods	100,000

Nutrition	60,000
Clothing	60,000
Textiles	44,000
Child Development	40,000
Management	34,000
Family Relationships	33,000
Housing	28,000
Careers	16,000
Health, Home Nursing	13,000
Total FTE	554,000

Estimated enrollment of males in the substantive areas was:

	Approx. Male Student Enrollment
Foods	12,000
Nutrition	8,000
Clothing	7,000
Family Relationships	4,200
Health, Home Nursing	3,400
Management	2,600
Consumer Economics	2,400
Child Development	2,300
Housing	1,400
Careers	1,300
Textiles	1,000
Total FTE	45,600

[1]Teachers throughout the state contributed FTE (full-time equivalent) enrollment figures for these areas. The length of time in which a student was enrolled in each area is not considered. These are conservative approximations only, with much of the data supplied through notes written by individual teachers and included with the returned questionnaire. This item was not as well constucted as it should have been to provide precise information.

Co-educational courses were offered within the program. Highest enrollments were at the beginning level and decreased at intermedicate and advanced levels of the home economics programs.

In the Milwaukee senior high schools the ratio was approximately 5 to 3 in favor of students taking foods, nutrition, clothing and/or textiles as compared to courses in all other subject matter areas. Less than 1 percent of all students were enrolled in courses where careers or health-home nursing were the focus. The highsest percentage of boys appear to be enrolled in foods classes, followed by consumer economics and management. Beginning level courses in almost all areas had larger enrollments than do intermediate or advanced level courses.

In the Milwaukee junior high schools the enrollment of students was evenly distributed at all levels in courses that have their subject matter focus on foods, nutrition, clothing, textiles, consumer economics, child development, and family life. Male enrollment is non-existent except for about 3 percent in beginning co-ed foods and nutrition classes. Foods, clothing and child development appear to have the largest enrollment figures.

Within the Racine senior high schools, the majority of students appear to be enrolled in foods, nutrition, clothing, textiles, and at the advanced level, child development. Certain foods, clothing, and management courses are co-educational.

At the Racine junior high schools, the largest enrollment appears to be in foods and clothing at the beginning level. Careers was the only subject matter focus not incorporated into the program at any level. Boys were enrolled in foods, nutrition, and management courses.

Home economics being an applied field lends itself to the team concept of teaching. Employment of a team approach within home economics was reported by only 14 percent of the respondents within the state. The most frequently combined areas were foods and nutrition with management, and child development with family relations.

The interdisciplinary team approach was reported by 20 percent of those respondents returning the departmental chairman questionnaire. The most frequently combined areas were family life with social studies (23 courses), and housing, home furnishings, equipment with industrial arts (16 courses).

The proportion of chairmen indicating use of teams were:

Team	Total State N=516	Milwaukee N=24	Racine N=5
Team teaching with own department	14%	25%	0%
Interdisciplinary	20%	9%	40%

In Milwaukee six courses were being team taught, five of which combined management with another area such as foods or clothing. Racine indicated no teams.

PROFESSIONAL INFORMATION

The records of the Wisconsin Department of Public Instruction identified 1150 home economics teachers within the state for the second semester of 1971-72. A professional questionnaire was sent to each of these teachers. A return of 91 percent represented 1043 individuals.

The distribution of teachers full-time and part-time was:

	Total State (N=1043) N	Milwaukee (N=92) N	Racine (N=28) N
Full-time	Jr. High 242 Sr. High 617	Jr. High 39 Sr. High 43	Jr. High 16 Sr. High 9
Total N	N = 915	N = 85	N = 25
Part-time	Jr. High 33 Sr. High 83	Jr. High 0 Sr. High 7	Jr. High 2 Sr. High 1
Total N	N = 128	N = 7	N = 3

Discrepancy in totals was assumed to be due to no response from teachers teaching in small schools at both the junior and senior high levels, teaching middle school, or floating among schools. From the 28 teachers in Racine, 18 were at the junior high and 10 at the senior high levels. Within Milwaukee, there were 39 junior high teachers and 50 senior high teachers.

The teachers were fairly evenly distributed in age range in that 26 percent were 21-25, 23 percent 26-34, 23 percent 35-50 and 12 percent 50 or older. About 16 percent of the teachers did not repond to this item. There was no apparent difference for senior or junior high nor for any geographical area. Teaching may serve as either full or part-time employment. Part-time was defined as one-half time or less. An indication of the professional preparation of teachers is represented by academic achievement. More of the full-time teachers as compared to part-time teachers had continued professional study as illustrated below:

Degree	Full-time (N=915)	Part-time (N=128)
BA	41%	53%

Degree	Full-time(N=915)	Part-time(N=128)
BA+	40%	31%
MS	1%	4%
MS+	42%	4%

Considering all teachers in the state of both full-time and part-time employment status, by far the greatest number (416) indicated that they received their highest degree in the 1960's as shown below:

Year the highest degree was received	State Total (N=1043)	Full-time (N=915)	Part-time (N=128)
1920's	.6%	.7%	0%
1930's	6%	6%	6%
1940's	13%	13%	13%
1950's	14%	13%	25%
1960's	40%	40%	37%
1970's	25%	26%	16%

A high proportion of part-time teachers received their highest degree in the 1950's and 60's. This was expected because many women interrupt or decrease their professional responsibilities as they assume child rearing responsibilities within their own families. No differences in response to this item were obvious when geographic area or grade level was considered.

Although the majority of degrees granted to home economics teachers at the bachelor's level were in home economics, a fairly large proportion of full-time secondary home economics teachers, 9 out of 89, obtained their MS degrees in majors other than home economics. Out of a total of 915 full-time and 128 part-time home economics teachers, the major areas in

which they received their highest degrees were:

	Full time (N=915)		Part-time (N=128)	
	Home Ec. N	Other N	Home Ec. N	Other N
BA	370	2	91	4
BA+	348	11	13	4
MS	80	9	8	0
MS+	37	0	3	0
Total N	835	22	115	8

The number of secondary home economics teachers, who obtained their highest degree with a major in any area other than home economics was very small; 30 teachers including both full and part-time.

The only obvious difference by geographic area and by grade level was in Racine where it appears that no degree was received in a major area other than home economics.

Although most of the institutions of higher education in Wisconsin offering teacher certification programs and degrees in home economics do not require a minor, a relatively high number of teachers had a minor area either in home economics or outside. The number of secondary home economics teachers, by employment status, who obtained their highest degree with a minor in home economics or other area were:

	Full-time (N=915)		Part-time (N=128)	
	Home Ec. N	Other N	Home Ec. N	Other N
BA	40	141	4	59
BA+	32	184	3	8
MS	15	32	0	2
MS+	4	14	0	1
Total N	91	371	7	70

Within the state of Wisconsin, Stout State University was most frequently mentioned to be the degree granting institution by respondents regardless of whether the highest degree received was BA, BA+, MS, or MS+. The second most frequently mentioned response when the highest degree received was a BA or BA+ was "out of state institutions", while at the MS and MS+ levels "University of Wisconsin, Madison" was the second most frequently mentioned degree granting institution by home economics teachers in Wisconsin. Below is the state-wide picture of the number of teachers who indicated that they had received their highest degrees from each of the institutions listed:

College or University	Highest Degree Received (N=1043*)			
	BA	BA+	MS	MS+
University of Wisconsin, Madison	44	62	24	14
University of Wisconsin, Platteville	2	2	0	0
University of Wisconsin, Stevens Point	66	47	8	2
Stout State University	209	178	48	18
Wisconsin Private Colleges	27	29	0	1
Out of State Colleges/ Universities	87	71	13	6

* The number of teachers employed part and full-time who indicated that they received their highest degrees from each of the institutions listed.

Of the 900 full-time teachers responding to the item as being presently enrolled in a university or university extension course, 126 indicated present enrollment, and 25 of the part-time (N=128) were taking courses. Those responding as being enrolled gave one or more of the following reasons for attendance:

Reasons for Enrollment	Number of Teachers (N=900)
Professional growth credits	97
Personal interest	86
Salary increment	59
MS or MA	58
Required by school system	38
Teacher certification	11
BS or BA	6
Other	4
Ph.D.	0

There were no noticeable differences in rank ordering of these reasons when inspection was made for teachers of different employment status, grade level or geographic area.

Another measure of professionalism is membership in professional organizations. Table 3 presents the rank order of frequency of membership in various professional organizations.

Inspection of the data revealed that part-time teachers more frequently belonged to "others" than to NEA. This was the only reversal in rank ordering however, when responses were looked at by employment status of the

Table 3

Teachers' Membership in Professional Organizations*

Organization	Wisconsin Teachers Indic. Membership (N = 1043)		Milwaukee Teachers Indic. Membership (N 92)		Racine Teachers Indic. Membership (N 28)	
	N	%	N	%	N	%
WEA	834	80	81	88	22	79
NEA	435	42	37	40	22	79
Others*	359	34	36	39	6	21
AHEA/WHEA	337	32	30	33	9	32
AVA/WAVAE	23	2	2	2	0	0
HEED	9	9	2	2	0	0

* The category labeled "others" consisted of many local associations named by the teachers.

teachers. When geographic considerations were made, teachers in the urban area of Racine were as frequently members of NEA as of WEA; this was not true of Milwaukee. No general statement can be made that teachers in the urban areas of Milwaukee and Racine more frequently belong to multiple professional organizations than do teachers throughout the rest of the state. Membership in AHEA/WHEA was approximately 33% of the teachers in each of the geographic areas. No obvious differences emerged among teachers teaching at various grade levels.

A sizeable proportion of the teachers noted interruption of professional career as follows:

Employment Status	Yes	No	No response
Full-time N=915	569	343	3
Part-time N=128	43	82	3

For those responding "no", N=425, the length of time out of the profession in rank order was:

Time	Number of teachers indicating years out of the profession (N=425)
11 years or more	27%
3 to 6 years	27%
2 or less years	26%
7 to 10 years	19%

Responses of teachers of different employment status followed the same rank order. When geographic area was inspected for differences, Racine showed an equal number of teachers (3) having been out of the profession

"2 years or less" and "3 to 6 years" while 2 teachers and 1 teacher chose the "7 to 10 years" response and the 11 or more years response, respectively. Rank ordering of responses by grade level remained fairly consistent throughout the state.

For those responding "no" the recency of return in rank order for full- and part-time teachers was:

Full-Time Teachers

Recency of Return to the Profession	Full-Time N=343
6 or more years	50%
2 to 3 years	12%
4 to 5 years	12%
Less than 2 years	10%

Part-Time Teachers

Recency of Return to the Profession	Part-Time N=82
Less than 2 years	28%
2 to 3 years	26%
6 or more years	23%
4 to 5 years	13%

It can be seen from these data that the percentage of teachers returning to the profession was the highest among full-time teachers who have been back in the classroom 6 years or more.

The number of teachers from various geographic areas teaching at the senior high and junior high school levels who claimed teaching experience

in Wisconsin, outside of Wisconsin and in their present school systems was as follows:

Geographic Area	In Wisconsin		Outside of Wisconsin		In Present School Sys.	
	Jr.	Sr.	Jr.	Sr.	Jr.	Sr.
State of Wisconsin (Jr. High N=275) (Sr. High N=700)	232	608	82	162	211	529
Milwaukee (Jr. High N=39) (Sr. High N=50)	36	41	18	16	30	36
Racine (Jr. High N=18) (Sr. High N=10)	16	9	7	4	14	8

The distribution of teachers, full and part-time, indicating their teaching experience within Wisconsin, outside of Wisconsin,and within the present system was a follows:

Experience Claimed by Teachers	Full-time(N=915) N	Part-time(N=128) N
In Wisconsin	893	124
Outside of Wisconsin	260	37
In your present school system	785	107

The other means of professional improvement may be various forms of in-service activities such as workshops or institutes. Tables of rank ordered responses given by teachers of different employment status, grade level, and geographic area were very much alike. Below is a state-wide picture of how recently home economics teachers indicated they had attended seminars, workshops, or special institutes.

Recency of Attendance	Number of Teachers (N=1029)
0 to 11 months	690
1 to 2 years	159
none of these	84
3 to 4 years	76
5 or more years	20

Of the curriculum development activities in which teachers had participated during the past two years course revision was the most frequent and follow-up of program graduates the least frequent (see Table 4).

In Milwaukee and Racine the same rank order emerged with the exception of one reversal. Teachers in these two geographic areas more frequently mentioned that item "used the Wisconsin Home Economics Conceptual Structure and Planning Guide, 1970" than the item " evaluated all of my courses."

Grade level differences were evident state-wide for one response option. "Developed a new course" was the second most frequently chosen response made by high school teachers, all other items remained in subsequently ranked position.

Involvement in team teaching, excluding working with student teachers, and proportion of teachers to courses are presented in Table 5 and 6. More teachers in Racine (22 percent junior high, 40 percent senior high) appear to be involved in team teaching 1 to 2 classes than do teachers throughout the state as a whole (19 percent junior high, 13 percent senior high)(see Table 7). The amount of team teaching done by part-time teachers was noticeably different from the amount done by full-time teachers only in Racine.

Table 4

Curriculum Development Activities In Which Home Economics Teachers Had Participated During the Past Two Years

	No. of Teachers responding statewide (N=1043)	No. of Teachers responding in Milwaukee (N=92)	No. of Teachers responding in Racine (N=28)
Revised one of my courses	767	46	20
Evaluated all of my courses	661	36	11
Used the Wisconsin Home Economics Conceptual Structure and Planning Guide, 1970	638	45	15
Developed new materials	606	34	12
Developed a new course	564	28	6
Visited places of employment to search for a new content or validate present course content	153	9	4
Other	77	4	2
Conducted a follow-up study of my graduates	2	2	0

Table 5

Number of Home Economics Teachers Involved in Team Teaching

Number of classes team taught	Teachers - State-wide (N = 1043)	Teachers - Milwaukee (N = 92)	Teachers - Racine (N = 28)
zero	817	70	16
1 to 2	154	10	8
3 to 4	22	5	3
5 or more	4	1	0

Table 6

Number of Home Economics Teachers Per Number of Courses Team Taught

Number of classes team taught	Junior High			Senior High		
	Mil. (N=39)	Rac. (N=18)	Total State (N=275)	Mil. (N=50)	Rac. (N=10)	Total State (N=700)
	N	N	N	N	N	N
zero	28	11	203	39	5	567
1 to 2	5	4	54	5	4	89
3 to 4	3	2	7	2	1	11
5 or more	0	0	1	1	0	1

Table 7

Distribution of Home Economics Teachers in Team Teaching as to Geographical Area and Part-Full Time

No. classes Team Taught	Total State		Milwaukee		Racine	
	Full N=85	Part N=7	Full N=25	Part N=3	Full N=915	Part N=128
zero	718	99	67	3	13	3
1 to 2	135	19	8	2	8	0
3 to 4	18	4	4	1	3	0
5 or more	4	0	1	0	0	0

The average number of hours spent per day in the common responsibilities of teachers is shown in Table 8.

The largest percentage, 41 percent, full-time teachers in the state indicated that they spent between four and five hours per day in classroom teaching. Almost as many, 39 percent, of the full-time teachers indicated that they spent five to six hours perday in classroom teaching.

The highest percentage, N=387, 42%, of full-time teachers indicated that they spent between one and two hours per day planning, preparing and grading, with almost as many, N=320, 35%, indicating that planning, preparing and grading took an average of two to three hours of their time per day.

The greatest number of teachers, state-wide, responded that other activities listed in the table above took an average of less than one hour of time per day. The one exception to this response pattern was "student counseling" which some teachers, N=137, 15%, indicated took an average of one to two hours per day.

Junior high school and senior high school teachers responded very much the same to this item. Part-time teachers, of course, more frequently spent fewer hours in classroom teaching. The greatest percentage of part-time teachers, N=81, 63%, said that they spent on the average 3 to 4 hours per day in this activity. Table 8 illustrates the proportional likeness in pattern of response between full-time and part-time home economics teachers throughout Wisconsin.

The substantive areas as to the adequacy felt by teachers in each of the substantive areas were (in rank order):

Table 8

Number of Teachers (N=1043) Indicating Average Hours Per Day Spent In Teaching Activities

Hours	Less than one		1-2		2-3		3-4		4-5		5-6		6-7		7-8	
Employment Status	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time	Full-time	Part-time
N	N=915	N=128	N=915	N=128	N=915	N=128	N=915	N=128	N=915	N=128	N=915	N=128	N=915	N=128	N=915	N=128
Activities	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
Classroom teaching	0	1	1	34	15	48	81	0	(373)	32	(359)	7	68	1	10	0
Planning, Preparing Grading	24	14	(387)	63	(320)	26	121	0	24	14	4	1	1	3	5	0
School committees including dept. meetings, team teaching, etc.	(606)	84	132	16	5	2	6	0	1	1	0	0	0	0	0	0
Supervision (home room, study hall)	(432)	67	319	17	21	3	3	0	3	1	0	1	0	1	0	0
Administration of Department	(439)	57	145	11	13	2	0	0	0	0	2	0	2	0	1	0
Adult or evening courses (teaching)	(375)	58	27	11	17	2	3	0	1	2	0	0	0	0	0	0
Curriculum development	(496)	71	164	16	9	1	1	0	0	0	0	0	0	1	0	0
Student counseling	(48)	69	(137)	8	17	2	2	0	0	0	2	1	0	2	0	0
Advising groups or clubs other than home economics	(463)		49		6		1	0	0		0				0	
Advising FHA or Home ec. related clubs	(498)	57	95	5	5	1	0	0	0	1	0	0	0	0	0	0

Content Area	Numbers of teachers(N=1043) responding that they feld adequate:	
	Full-time(N=915)	Part-time(N=128)
Child development	856	0
Foods	834	130
Clothing	823	130
Meal management	799	127
Nutrition education	795	129
Family living	742	60
Textiles	668	108
Management	663	99
Housing, Interior design	642	88
Equipment	621	89
Consumer economics	575	76
Health, home nursing	368	33
Career information	341	47
Occupational	183	21
Disadvantaged	159	12
Other	27	6

The rank order of areas in which full-time and part-time home economics teachers expressed inadequacy are given in Table 9.

In Table 10a and Table 10b the selected techniques, in which home economics teachers felt adequate and inadequate, are presented.

Rank ordering of teachers of different geographic areas and grade levels according to their perceptions of their adequacy and inadequacy seemed to be very much the same as the state-wide picture presented in Tables 10a and 10b. At

Table 9

Distribution of Areas of Felt Inadequacy of Home Economics Teachers

Area	Number of teachers (N=1043) responding that they felt inadequate	
	Full-time(N=915)	Part-time(N=128)
Disadvantaged	609	118
Occupational	583	107
Career information	454	87
Health, home nursing	423	98
Consumer economics	246	63
Housing, interior design	180	52
Equipment	179	46
Textiles	168	32
Management	145	34
Family living	94	79
Nutrition education	51	13
Meal management	37	13
Clothing	24	9
Foods	16	6
Other	13	4
Child development	0	143

Table 10a

Adequacy and Inadequacy of Home Economics Teachers
In Selected Techniques

Items	Number of Teachers (N=1043) Adequate	
	N	%
Selecting, using and caring for equipment	904	87
Using discussion	895	86
Selecting resources and reference material	873	84
Using questioning	852	82
Using evaluation	812	78
Adapting teaching to various student abilities	810	78
Using problem solving	771	74
Using community resources	685	66
Planning of facilities	678	65
Using self-instruction methods	648	62
Using inquiry method	585	56
Using the Wisconsin Home Economics Conceptual Structure and Planning Guide, 1970	524	50
Developing and carrying out public relations program	518	50
Using team teaching	303	29
Other	22	2

Table 10b

Adequacy and Inadequacy of Home Economics Teachers
In Selected Techniques

Items	Number of Teachers (N=1043) Inadequate	
	N	%
Using team teaching	596	57
Using the Wisconsin Home Economics Conceptual Structure and Planning Guide, 1970	425	41
Developing and carrying out a public relations program	409	39
Using inquiry methods	356	34
Using self instruction methods	312	30
Planning of facilities	272	26
Using community resources	269	26
Using problem solving	189	18
Using evaluation	167	16
Adapting teaching to various teaching abilities	164	16
Using questioning	117	11
Selecting resources and reference materials	101	10
Using discussion	86	8
Selecting, using and caring for equipment	77	7
Other (specify)	5	0.5

the junior high school level the number of teachers, N=275, indicated that they felt "inadequate" in any of the areas listed ranged from 16 to 138, while the number who felt that they were "adequate" in the areas listed ranged from 95 to 238.

At the senior high level the number of teachers, N=700, who indicated that they felt "inadequate" in any of the areas listed ranged from 52 to 423, while the number who felt that they were "adequate" in the areas listed ranged from 183 to 610.

PRINCIPAL'S VIEW OF THE HOME ECONOMICS PROGRAM

From a total of 604 principals at the secondary level, junior-senior high, 550 returned usable questionnaires. This provided a 91 percent response.

Analysis of these data included frequency counts of responses to each part of the 15 items included in the questionnaire. Percentages presented were computed using the total number of returns as the base. These percentages describe a state-wide picture of home economics at the secondary level from the principals' points of view. Percentages were further examined for any apparent differences in general pattern of response by junior and senior high school principals as well as for the Milwaukee and Racine school systems.

The responsibility of the home economics teachers as a main force in keeping the administration informed of the trends in home economics was reenforced by 97 percent of the principals. Over half of the respondents, 55 percent, said they stayed informed through information secured from the

Department of Public Instruction, and through communication with other school administrators, 57 percent. Less than half of the principals checked the following response options: contact with supervisors or coordinators from the state, 22 percent; contact with supervisors or coordinators from the district or city, 23 percent; reading of home economics related publications, 32 percent; and other, 0 percent.

A primary function of principals is to support and encourage in-service education which in turn helps to promote the development of the educational program. In relation to home economics teachers, the principals indicated that the direction for in-service over the next three years should be mainly in the area of consumer education, 73 percent; career opportunities, 65 percent; and family living, 58 percent (See Table 11). Between one-fourth and one-half of the principals checked the following responses to this item: occupational projects, child development, teaching methods, evaluation, disadvantaged student, and health. Least emphasis was given to the areas of food-nutrition, housing-interior design, clothing-textiles, and other. Within Milwaukee, over 50 percent of principals at junior and senior high indicated a need for in-service in areas of consumer education and child development. Additional areas at this level of response, 50 percent or greater for the senior high were career opportunities and occupational projects. In contrast, at the junior high, the areas of indicated in-service education were family living, methods and evaluation.

In Racine, 50 percent or more of the principals of junior and senior high schools checked consumer education, career opportunities, and evaluation as areas for future in-service programs. In addition, the high school principals noted occupational projects. Family living was mentioned by the

Table 11

Directions for Home Economics In-service as Expressed by Principals

Area	Total (Jr. & Sr. High) N= 550			Junior High N= 159			Senior High N= 391		
	Milwaukee	Racine	All Districts in the State	Milwaukee	Racine	All Districts in the State	Milwaukee	Racine	All Districts in the State
Consumer education	83%	89%	73%	86%	100%	68%	79%	67%	75%
Career opportunities	49%	89%	66%	33%	100%	48%	71%	67%	72%
Family living	54%	44%	58%	71%	50%	61%	29%	33%	57%
Occupational projects	40%	33%	45%	29%	17%	30%	57%	67%	51%
Child development	54%	22%	39%	52%	33%	37%	57%	0%	39%
Teaching methods	54%	11%	36%	67%	17%	41%	36%	0%	34%
Health	26%	22%	29%	24%	17%	28%	29%	33%	29%
Evaluation	17%	33%	27%	81%	50%	70%	86%	100%	74%
Disadvantaged students	46%	56%	26%	48%	67%	28%	43%	33%	25%
Food & Nutrition	34%	11%	22%	33%	17%	28%	36%	0%	19%
Housing & Interior Design	34%	0%	19%	33%	0%	18%	36%	0%	20%
Clothing & Textiles	29%	11%	17%	24%	17%	22%	36%	0%	16%
Other	3%	0%	3%	5%	0%	4%	0%	0%	2%

junior high principals.

Principals reported that the facilities of the home economics departments were utilized by others outside of the department for: (N=550)

Use	%
evening classes	25
other groups during school year	37
summer programs and programs other than home economics	16

There were differences in response to this item by grade level and by geographic area. Throughout the state as a whole more principals at the senior high school level, 76 percent, than at the junior high school level said that the home economics facilities were used for evening classes during the school year. Milwaukee principals at the junior high school level, 43 percent, said the home economics facilities were used by programs other than home economics while none, 0 percent, of the high school principals made this response. However, in Milwaukee more principals on the high school level, 43 percent, than on the junior high school level, 19 percent, said the home economics department was used for summer programs.

An indication of communication between the home economics department and administration would be evidenced by the administrative office having on file a statement of the philosophy and purposes of the home economics program within the school. Seventy-four percent of the principals throughout the state replied as having such a statement and one percent did not respond. This pattern of response was practically identical for junior and senior high

principals as well as the Milwaukee and Racine school systems.

The utilization of a follow-up study during the past five years to gain some insights into the value of home economics programs, was responded to positively by 19 percent of the principals, and 80 percent answered negatively. Approximately one percent did not respond. The negative response could be interpreted to mean that either no follow-up study had been done or the principal was unaware of such a study. No variance of response was noted for senior high schools, junior high schools, or geographical areas.

The majority of the principals, 87 percent, stated that they felt that the home economics teachers in their schools participated in the formulation of the overall school philosophy and objectives. Non-participation by the home economics teachers was indicated by 12 percent.

Throughout the state, 52 percent of the principals have a Local Vocational Education Coordinator (LVEC) available and 48 percent did not have a LVEC. The distribution of LVEC's varied in that more appear to be available to high schools, 60 percent response by principals, as compared to junior high schools, 31 percent. Only 2 percent of the Milwaukee principals, both junior and senior high, indicated services of an LVEC as compared to 67 percent and 33 percent for senior and junior high in Racine.

Of those principals having an LVEC, the ratings of their working relationship with home economics teachers were:

Ratings	% of Principals
excellent	39%
adequate	42%
unsatisfactory	14%
no response	5%

High school principals tended to rate the level of cooperation between the LVEC and home economics department higher than at the junior high school level. Racine was higher than the state-wide response at the senior high level.

HOME ECONOMICS PROGRAMS FOR SPECIAL LEARNERS

In practically every school system, there are learners having special needs whether these are physical, emotional, mental or socio-economic. Home economics, because of its focus on the family, is frequently viewed as being more appropriate for learners of lesser learning ability than other subject areas.

Of the total of 1043 home economics teachers, 592 identified students in their classes as having special learning problems. Approximately 10 percent of these students were homogeneously grouped and almost 90 percent were heterogeneously grouped. The distribution in programs other than home economics revealed that almost half, 49 percent, of the students were heterogeneously grouped, 43 percent were homogeneously grouped and for the remaining 4.5 percent, no account was given.

The Racine school system mainstreamed all special learners in their home economics programs and the distribution of special learners was approximately one-third at the senior high level and the remainder two-thirds at the junior high. Although special learners were hetergeneously grouped in home economics, this was not true for other programs in that 46 percent of the cases special learners were homogeneously grouped.

Of the 89 Milwaukee teachers, 41 noted having special learners in their

classes. Only 17 percent of these learners were homogeneously grouped as compared to approximately 50 percent for the other programs.

The distribution of teachers state-wide indicating they had special learners fitting into any or all of the broad categories at various levels were:

Nature of Special Learning Problem	Jr. High N	Sr. High N	State N
Physical	66	192	279
Mental	5	15	21
Emotional	47	130	191
Socio-Economic	68	168	263
Total N	112	301	454

Milwaukee and Racine followed the same general pattern of special learners as the total state with the exception that Milwaukee had the highest percentage, 49 percent, of the teachers indicating they had learners with socio-economic problems.

Assistance in working with special learners could be given by counselors, administrators, other teachers, special teachers of handicapped, or other personnel within the school or community. The variation in patterns of assistance is shown in Table 12.

The focus of the home economics program for special learners tended to be comprehensive as reported by 85 percent of the teachers. The remaining 15 percent of the programs were evenly distributed between consumer and occupational. The content direction of the occupational was not determined.

Table 12

Sources of Assistance for Home Economics Teachers Having Special Learners

Personnel	State (N=592)	Milwaukee (N=41)	Racine (N=22)
Counselors	17%	50%	48%
Administration	15%	27%	18%
Other teachers	32%	36%	27%
Special Teachers for the Handicapped	32%	68%	49%
Other	15%	14%	9%

If the special learner was mainstreamed, then the length of time in the home economics program was the same as for other students, usually a semester or a year. For the homogeneous groups, the time could be of a period shorter than a semester. Generally, the level of study was at a beginning level, with less than 10 percent of the teachers noting any intermediate or advanced work for this learner.

At the junior high level, the total number of special learners enrolled in home economics was 1000 females and 100 males. The females were evenly distributed among the areas of child development, family life, clothing, foods and nutrition. In comparison, the predominance of males was in foods and nutrition. At the high school level there were reported 1500 females and 100 males enrolled in special home economics courses. The subject matter enrollment pattern in the areas was the same as for the junior high level. There was no indication of any home economics program in housing, home furnishing or equipment offered to special learners in homogeneous groupings.

The professional preparation, relevant to the problems of special learners, that had been taken by teachers was in the form of courses, workshops, institutes, and other forms of in-service activities. No differences on this item appeared for the Milwaukee or Racine teachers. The number of teachers having participated in these activities was not identified.

Only 442 respondents evaluated their level of adequacy for helping special learners. The results of the total state, Milwaukee, and Racine are presented in Table 13. Throughout the state, at junior and senior high levels as well as in the Milwaukee and Racine systems, home economics teachers even though feeling capable of helping the special learner

Table 13

Adequacy in Helping Special Learners as Perceived by Home Economics Teachers

Adequacy	Milwaukee (N=34)	Racine (N=16)	Total State (N=442)
Very adequate	6%	6%	4%
Adequate - would like more help	41%	75%	64%
Adequate - would not like more help	18%	0%	9%
Not Adequate	35%	19%	23%

were aware that they could benefit from some assistance.

CONSUMER AND HOMEMAKING PROJECTS

The recent emphasis given by federal legislation to consumer education supported special inquiry into this area of secondary home economics programs within the state. The term "consumer project" has been used by the Department of Public Instruction(DPI) for funding purposes. The decision was made to use the term consumer project in the questionnaire to identify any special emphasis in the form of a special program in the consumer area. Such consideration could take the form of a self-contained segment or integrated emphasis within substantive areas. There is a possibility that the term consumer project could have been misinterpreted as to meaning and that some programs were not reported. Also, there was no way to quantify the consumer component when integrated with another content area.

Within the state, 448 teachers replied as to having consumer projects. Of these, the DPI records stated that 44 were funded through special federal funds. From these recorded projects, only 18 teachers seemed to be aware that they were receiving such funds and 7 teachers of the funded group(N=44) indicated their programs were not funded. In addition, 26 teachers claimed special funding even though the DPI records did not support their claim. Undoubtedly, there was some confusion as to source of money for the consumer projects labeled funded. Fortunately, the knowledge of funding source was irrelevant to the remainder of the questionnaire and it was possible to categorize the funded and non-funded projects.

The academic preparation of all teachers in the funded projects (N=44)

was limited as shown by the fact that about 50 percent (23 teachers) had taken a college course in consumer education. Of these, nearly one-third had taken the course over 30 years ago. Of this total group (N=44) 70 percent since 1960 had participated in some form of workshop, institute, or special presentations on consumerism.

Whether taught as a separate unit or integrated, the consumer concept was handled at beginning, intermediate, and advanced levels. Approximately 44,600 students were enrolled for programs involving the consumer emphasis. Female enrollments, and male enrollments tended to be higher at the beginning levels and decreasing at the intermediate and advanced levels. Co-ed enrollments were higher at the advanced level. The advanced enrollment was about 60 percent of that at the beginning level. The distribution at the various levels was:

Level	Coed N	Male N	Female N
Beginning	821	137	1152
Intermediate	102	8	1041
Advanced	1121	62	216
Total N	2044	207	2409

The basic consumer concepts most frequently emphasized at all levels were consumer rights, budgeting-financial planning, advertisements, and special product purchase of clothing, food, and housing. The lowest ranking items were wills, trusts, estate planning and automobile insurance. All other concepts insurance, warranties, etc. were evenly distributed between high and low ranking groups.

In the Milwaukee and Racine school systems highest ranking was given to

special product purchase and the ranking of the other concepts was similar to the state pattern.

Considering both those projects claimed as funded (N=44) and those claimed as not funded (N=404) the frequency in use and kinds of resources are given in Table 14.

The means of assessing learning followed the traditional evaluation model of "student knowledge of content" almost twice as frequently as any other model. "Student evaluation" and " student attitude change" were used moderately often. "Parent's comments" and "student change in buying habits" were seldom or never used.

In all of the identified consumer programs, N=448, only 9 percent of the teachers had paraprofessional assistance. No response was given by 10 percent. Milwaukee, N=32, and Racine, N=11, fared better in that 31 percent and 36 percent respectively had the assistance of paraprofessionals.

Teachers' perceptions of their adequacy in preparation for the consumer area was positive for concepts of credit, budget, financial planning, and advertisements. (See Table 15.) These were the same concepts that received the greatest emphasis in the classroom. In the areas of wills, trusts, and estate planning the teachers felt inadequate.

OCCUPATIONAL (VOCATIONAL) HOME ECONOMICS PROJECTS

The trend toward increasing occupational competency for adolescents has been encouraged in home economics through support of federal funds in a manner similar to that of the consumer projects. The Department of Public

Table 14

Teachers' Use of Resources in
Teaching Consumer Education

Resources	Use	
	Frequently or Some	Seldom or Never
	N	N
Textbooks	364	46
Professional Periodicals	179	139
Non-Professiona Periodicals	332	79
Commercial Agencies	208	148
Non-commercial Agencies -		
Local	97	138
State	175	141
Federal	164	148
Film	343	72
Film strips	394	32
Audio Tapes	97	258
Slides	126	235
Field Trips	201	191
Community Speakers	262	136
Daily Newspapers	309	80
Others	53	10

Table 15

Teachers' Adequacy of Preparation for Teaching Consumer Concepts (N=448)

Concept Area	Preparation	
	Adequate	Inadequate
	N	N
Insurance - health, medical	210	214
- life	207	206
- house-personal property	203	210
- automobile	189	220
Wills, Trusts, Estate Planning	70	352
Credit	336	88
Consumer Rights	281	148
Warranties, guarantees	308	114
Budgeting, Financial plans	362	67
Savings, Investments	215	205
Advertisements	365	66
Fraud	216	206
Consumer influence on environment	245	179
on market	231	161
Consumer legislation	130	291
Consumer helps - agencies	220	206
- resources	213	177
Special products purchase - toys	279	131
-auto-mobiles	137	259
Other	11	8

Instruction has provided special funds for 24 projects, but only 14 teachers responded as having special funds. Suprisingly enough, 30 teachers claimed special funds even though they were not listed in the DPI records. This misunderstanding as to special funds for programs was common to both occupational and consumer projects. Of the total of 87 teachers who indicated having occupational projects the reported distribution was as follows:

39% food service	11% child care service
23% clothing/textiles	5% general career services
20% health services	2% housekeeping services

Approximately half of the programs were cooperative. Total enrollment for the state was approximately 200 males and 700 females. The predominance of males was in the food service area.

Since the occupational program is designed for a special purpose that is not met by other existing school programs, some attempts need to be made to guide those students into the program that could best profit by the experiences. The percentage of occupational projects in which all or some of the various screening procedures listed were used, is given below:

Screening Procedure	Percentage*
Interest of students	62%
Interview of students	40%
Interview of parents	17%
Interest of parents	15%
Testing	9%
IQ or standardized achievement scores	7%

*percent was based on total number of recorded and non-recorded programs that checked each category divided by the total number of programs as indicated from question 1.

Of those teachers having occupational programs who answered this item, (N=58), 7 teachers gave all of their time, and 4 teachers said that they devoted more than one-half of their professional time to this aspect of the home economics program. Another 15 teachers gave from one-fourth to one-half of their teaching time to this program and 28 teachers used less than one-fourth of their time. The frequency with which the following percentages of teachers used various means of evaluating their projects (N=87) was as follows:

Means of Evaluation	Very often or some	Seldom or never
Knowledge of content	50%	6%
Skill development	50%	3%
Attitude towards work	50%	6%
Employers	21%	20%
Students	44%	6%
Parents	29%	36%
Interpersonal relationships	39%	6%
Other	3%	3%

Although the cooperative type programs were utilized extensively, employer particpation in evaluation was in reversed rank order of frequency of particpation.

The use of the student employment record as a means of evaluating the home economics occupational program was used by only 18 of the teachers (N=53).

One desirable feature of the occupational program is an advisory council. In reply to the frequency of meetings of the advisory council during the

past 12 months, the following responses were given:

Meetings	Percentage N=50
1-2	50%
0	24%
3-4	22%
5-8	4%

Of the 56 teachers answering this item, 42 teachers indicated having an LVEC available. From this group, 27 indicated that the LVEC had assisted in determining occupational needs, evaluation of program, public relations, and employment follow-up. In addition, nearly 16 of these teachers stated that the LVEC had assisted in content selection for their programs, and 11 replied in the area of student guidance, 2 teachers made not response.

Six individuals of all the teacher, N=42, responding, felt that more cooperation from the LVEC was necessary and only 1 teacher did not respond.

Although the development of a specific occupational program in home economics may not be feasibile for many schools, the concept of career awareness and exploration can be relevant to each student. Oppotunities to explore careers were indicated as being available through resource materials available to the student, reported by 46 teachers; guidance facilities, 38 teachers; special unit on careers in home economics, 32 teachers; and 26 teachers indicated HERO/FHA activities.

One major problem in occupationally directed programs in that of facilities. The teachers indicated using one or more of the following facilities for work experience: 46 teachers indicated that they used their

own classrooms, 28 teachers said they utilized community facilities, and 22 of the teachers used other school facilities such as the school cafeteria, 5 teachers indicated "other."

The supervisory aspect of work experience portion of the program is time consuming. Sixteen of the teachers, N=66, do have some assistance in their supervision and the remainder 39 teachers do not. Eleven teachers did not respond.

The per semester time required in supervising the work experiences of students exceeded 8 hours as given by 19 of the teachers, N=66, as compared to 30 teachers who spent less than 8 hours per semester in this activity; 17 individuals gave no response.

Those occupational programs that are not cooperative may or may not have a capstone course. About 17 of the teachers, N=66, stated having a capstone course.

The work experience usually occurred during the regular class period or some extension of the class as reported by 30 of the teachers, N=66, and 24 indicated out-of-class time for these experiences; twelve teachers did not respond.

QUESTIONNAIRE ITEMS COMMON TO PRINCIPALS, DEPARTMENT CHAIRMEN AND/OR TEACHERS

Comparison of opinions from principals, department chairmen, and/or teachers were possible for seven common questionnaire items.

Predicted changes in home economics enrollment, as given by the princ-

ipals, for the next three years were:

Enrollment changes	State (N=550)	Jr. High (N=159)	Sr. High (N=391)
Decrease	2%	2%	4%
Remain about the same	37%	49%	32%
Increase less than 10%	26%	25%	27%
Increase about 10-20%	30%	16%	36%
Increase over 20%	4%	4%	4%

The anticipated enrollment increase was seen as being predominantly in the special interest courses and increases in the other program aspects for the state, Milwaukee, Racine, junior and senior high are given in Table 16. In comparison to the junior high principals, senior high principals were expecting a greater increase in all areas of home economics and particularly in the occupational programs. There seemed to be no explanation for the 43 percent of the Milwaukee junior high principals responding, "not applicable" unless these principals were the majority of those indicating no anticipated increase in enrollment. The department chairmen's responses about trends for future enrollments in home economics were:

Enrollment Trends	State (N=505)	Jr. High (N=113)	Sr. High (N=349)
Decrease	2%	0%	0%
Remain about the same	35%	39%	32%
Less than 10% increase	28%	2[illegible]%	28%
Increase about 10-20%	28%	24%	31%
Increase over 20%	8%	0%	0%

Table 16

Distribution of Future Enrollment in Home Economics as Viewed by Principals

Program Areas	Jr. High (N=159)			Sr. High (N=391)			Total (N=550)		
	Mil. N=21	Rac. N=6	Tot. N=159	Mil. N=14	Rac. N=3	Tot. N=391	Mil. N=35	Rac. N=9	Tot. N=550
	%	%	%	%	%	%	%	%	%
Special interest courses such as family living, child development	29	0	27	43	33	67	34	11	56
Occupational programs or projects	14	17	20	50	33	46	29	22	39
Comprehensive courses	14	33	22	29	0	14	20	22	16
Other	5	17	9	7	0	10	6	11	9
Not Applicable	43	17	33	7	67	11	29	33	17

The predicted increase for both junior and senior high school levels in Milwaukee were similar in that none of the department chairmen anticipated decrease, about 1/3 anticipated enrollments remaining the same, and 70 per cent predicted an increase of 10-20 percent. This prediction in this 10-20 percent range was over twice that expected for the state.

Racine anticipated slightly less growth, having 80 percent of the department chairmen expecting enrollments to remain the same or increase less than 10 percent.

The general trends for increased enrollments by both principals and department chairmen were similar in that each predicted general enrollment would remain about the same or increase less than 10 percent. Approximately, one fourth were anticipating a growth of 10-20 percent. The noticeable difference was at the junior high level in which departmental chairmen stated a 24 percent increase in the 10-20 percent range as compared to 16 percent of principals.

The substantive areas expected to absorb these increases were given by department chairmen to be:

Areas	State (N=516)
Comprehensive courses	24%
Special interest courses	47%
Occupational	18%
No reply	20%

The anticipated increase for special interest courses and occupational courses were predominantly at the high school level but it is interesting that 7 percent of junior highs were looking toward an increase in their

occupational programs.

The Milwaukee system, the senior highs, visualized their greatest increase in special interest courses, 60 percent, and followed by occupational, 40 percent. The junior high level followed the state trend.

In Racine, the home economics departments at the senior high level expected the increase to be fairly evenly distributed throughout the substantive areas.

Both the principals and the department chairmen were expecting the greatest increase in special interest courses. In Milwaukee, this same pattern prevailed. In Racine, there was a noticeable difference in points of view regarding enrollment increase. The department chairmen stated a fairly even distribution throughout all areas but the senior high principal viewed no increase in the comprehensive areas and the junior high viewed no increase in the comprehensive areas and the junior high viewed no increase in special interest courses.

Principals tended to have a slightly more negative than positive view of the academic ability of students enrolled in the home economics program as compared to that of other students within their school:

Ability	Jr. High Princ. (N=159)	Sr. High Princ. (N=391)
Better	1%	1%
About the same	87%	81%
Not as good	9%	18%
Other	2%	0%

Although the home economics teachers opinions indicated better ability of their students they were more negative than the principals in their opinions

regarding the academic ability of their students. The responses of the teachers were:

Ability	Total State (N=1043)		Milwaukee (N=92)		Racine (N=28)	
	N	%	N	%	N	%
Better	30	3	4	4	0	0
About the same	681	65	44	48	12	43
Not as good	316	30	41	45	16	57
No response	16	2	3	3	0	0

Over half the senior high teachers, 56 percent, in the urban areas of Milwaukee and Racine, 70 percent, rated their students as "not as good". In contrast, this category was cited by 0 percent of junior and senior high school teachers throughout the state. This may indicated that the pattern of placement for low academic ability students is different for metropolitan areas of Wisconsin as compared to other geographic areas.

The responses as to the quality of the home economics programs as compared to other programs within their school, the principals, 19 percent, rated the home economics program to be better. Seventy-two percent rated their home economics programs to be about the same and 7 percent rated their programs not as good as other programs within their schools.

Comparing their home economics programs with other curricular programs within the schools, of the 499 department chairmen responding, the greatest number indicated 'about the same", 74 percent and 24 percent indicated 'better,'and 2 percent 'not as good'. In Milwaukee and Racine programs were 'comparable', 58 percent and 80 percent, respectively, or 'better',

20 percent and 20 percent respectively.

In Racine, 33 percent of the principals at the junior high school level rated their home economics programs as "better" while none of the senior high school principals rated their home economics programs as about the same as other programs within their schools. It is interesting that a larger proportion of departmental chairmen rated their programs as "better" than other programs in the school as compared to principals but the department chairmen, in contrast to principals, indicated having a larger proportion of students where academic ability was below that of other students.

Support given to the home economics programs may reflect either directly or indirectly the attitude that others within the school have towards home economics. Principals were very uniform in their views of the general attitude within their school towards home economics. Ninety-nine percent of the principals throughout the state said that in their schools, students, faculty, and administrators have favorable attitudes toward home economics. Similarly 98 percent of the principals throughout the state said their counselors had favorable attitudes toward home economics. The department chairmen's perceptions of attitudes of these groups were:

Attitude	Students			Counselors		
	Mil. (N=24)	Rac. (N=5)	Total (N=516)	Mil. (N=24)	Rac. (N=5)	Total (N=516)
Favorable	79%	60%	83%	54%	80%	71%
Neutral	17%	40%	15%	33%	20%	21%
Unfavorable	0%	0%	.2%	4%	0%	3%

Attitude	Administrators Mil. (N=24)	Rac. (N=5)	Total (N=516)	Faculty Mil. (N=24)	Rac. (N=5)	Total (N=516)
Favorable	75%	60%	80%	54%	0%	64%
Neutral	21%	40%	16%	38%	100%	33%
Unfavorable	0%	0%	1%	0%	0%	1%

The home economics teachers were similar to principals in their perception of the favorability in attitudes towards home economics held by students, counselors, faculty, and principals. Ninety-four to ninety-six percent of the teachers, N=1043, indicated this feeling of favorable support from the other groups. Teachers and principals were more similar in their perception of attitudes towards home economics than were teachers and department chairmen. The most noticable difference is the placement of counselors by department chairmen and principals. The attitudes of counselors were positively viewed by 98 percent of the principals in contrast to only 71 percent of the teachers holding a similar point of view.

Another factor influencing program development is that of space. As could be expected the type of space available consisted mainly of one room for clothing and one room for foods (see Table 17). A third room, if present, was a multipurpose room. A small proportion, 3 percent, of the departments had three rooms. If only one room was available it was a multi-purpose room.

The junior high schools in Milwaukee, 75 percent, tended to one room each for foods, clothing, and multipurpose. The senior highs were similar in room facilities.

Racine had the one room for foods, one for clothing and usually a class-

Table 17

Percentage of Departments Having Specified Number of Rooms

Type of Room	One Room		Two Rooms		Three Rooms	
	Jr. High (N=116)	Sr. High (N=356)	Jr. High (N=116)	Sr. High (N=356)	Jr. High (N=116)	Sr. High (N=356)
Multipurpose	30%	49%	4%	4%	3%	1%
Clothing	70%	62%	9%	3%	0%	0%
Foods	73%	63%	8%	4%	1%	0%
Family Living	10%	19%	1%	2%	1%	0%
Resource Center or IMC	14%	13%	0%	0%	0%	1%
Teacher Workroom	19%	22%	2%	1%	0%	0%
Classroom	11%	19%	4%	1%	4%	2%
Other	7%	7%	0%	0%	0%	0%

room. As could be expected larger departments have more rooms but additional spaces are for foods and clothing. Considering the present available space for home economics program, about 68 percent of the principals throughout the state indicated that they considered the present space to be adequate. Thirty percent of the principals in Wisconsin said that space was inadequate for present enrollment. Only 1½ percent responded in the "other" category.

Grade level differences by geographic area were obvious among principals responding in the "adequate for present enrollment category". One hundred percent of the principals at the senior high school level in Racine indicated that space was adequate for present enrollment, while only 67 percent at the junior high schools in Racine responded in this manner. All 33 percent of these junior high school principals at the junior high school level alternatively chose to respond that space was inadequate for present enrollment.

Of the 501 departmental chairmen responding, 58 percent indicated adequate space, and 38 percent inadequate, and 4 percent "other". In both Milwaukee and Racine, there was an even distribution of responses between the two categories of adequate and inadequate.

Teachers feelings on space were expressed as:

Space	Total State (N=1043)		Milwaukee (N=92)		Racine (N=28)	
	N	%	N	%	N	%
Adequate for present enrollment	543	52	28	30	14	50
Inadequate for present enrollment	431	41	49	53	9	32
Other (specify)	52	5	9	10	4	14

Of those teachers indicating that room space was inadequate, the numbers of teachers responding at the junior high school and senior high school levels were:

Junior High			Senior High		
Total State (N=275)	Mil. (N=39)	Rac. (N=18)	Total State (N=275)	Mil. (N=39)	Rac. (N=18)
114	22	3	229	27	6

Looking at the future throughout the state about half, 52 percent, of the principals considered the present space alotted to home economics to be inadequate for expansion in enrollment and/or programs. (See Table 18). Almost half, 46 percent, of the principals in the state said that space could be considered adequate for expansion in enrollment and/or programs. Only 1 percent of the principals responded in the "other" category.

A greater proportion of junior high school principals in Racine, 83 percent, than principals throughout the state noted that space for home economics would not be adequate for expansion in enrollment and/or programs. (See Table 18).

The percentage of department chairmen indicating their projections of present space for home economics expansion by enrollment and/or programs are presented in Table 19.

Between half and three-fourths of all the respondents at both the junior and senior high school levels throughout the geographic areas of the state saw room space to be inadequate for expansion by enrollment and/or programs. The principals were more optimistic as to adequacy of space than department

Table 18

Distribution of Principals' Responses as to Space Adequacy for Future Home Economics Programs

Adequacy for expansion	Jr. High			Sr. High			Total		
	Mil. (N=21)	Rac. (N=6)	Tot.St. (N=159)	Mil. (N=14)	Rac. (N=3)	Tot.St. (N=391)	Mil. (N=35)	Rac. (N=9)	Tot.St. (N=550)
Inadequate	43%	50%	46%	50%	33%	51%	49%	44%	53%
Adequate	14%	0%	23%	14%	33%	36%	17%	1%	36%
Other	0%	0%	0%	0%	0%	0%	0%	0%	2%

Table 19

Adequacy of Home Economics Room Space for Projected Enrollment as seen by Teachers in Various Geographic Areas of Wisconsin

Adequacy for expansion	Total State (N=1043)		Milwaukee (N=92)		Racine (N=28)	
	N	%	N	%	N	%
Inadequate	628	60	61	66	19	68
Adequate	361	35	25	27	5	18
Other(specify)	30	3	2	2	1	4

chairmen. Teachers were less optomistic than the departmental chairmen. Again, the Milwaukee and Racine teachers varied from the general pattern, having 30 to 50 percent, respectively, of these teachers feeling that their space was adequate. The differences in responses to the items referring to space were greater for principals, department chairmen, and teachers than any of the other common items.

Assistance to program planning and development is available through special home economics supervisors or consultant personnel. In response to whether or not such assistance had been received during the last two years, sixty-six percent of the principals across the state responded that their home economics department had had assistance while 32 percent said that the home economics departments in their schools had not had assistance from supervisory or consultant personnel within this period of time.

Chapter 3 - Summary, Conclusions and Recommendations.

The purpose of this survey of the secondary, (middle-senior high school), home economics programs within Wisconsin was to identify present program status which could serve as a basis for future program development and staff education.

The sample consisted of 604 principals, and 604 department chairmen, and 1150 home economics teachers. There was a 91 percent return from principals and teachers and an 85 percent return from respondents serving as departmental chairmen.

Questionnaires served as the means to 1) gather information on number, focus, content, enrollment, and staffing for vocational (occupational) programs, consumer education, homemaker, professional leadership, economically depressed areas, ancillary services, and 2) assess administrators' perceptions of their home economics programs. The principals, home economics department chairmen, and home economics teachers served as the sources of data.

The conclusions were drawn from each questionnaire in relation to the objectives. There was no base line data available, therefore, trends relating to the past could not be identified. Conclusions are only applicable to the present. From such a status survey innumerable and detailed recommendations could be made to the entent of meaninglessness. Broader recommendations that could be utilized for guidelines of action seemed to be more relevant. The interpretation for any particular school system other than Milwaukee and Racine would require in depth study of the home economics programs within the system. The recommendations are presented for each objective following the conclusions for that objective.

F.H.A. was not included as a topic for data collection and discussion, as present Department of Public Instruction records were adequate and no further information was deemed necessary.

Objective 1: Identify the number, focus, content, enrollment, and staffing for programs for state and selected school systems in:

A. Homemaker

B. Consumer education

C. Vocational (Occupational) programs

D. Economically depressed areas

E. Professional leadership

F. Ancillary services

Conclusions:

The secondary home economics programs in Wisconsin included eleven identifiable content areas that may be organized and taught as mutually exclusive or as integrated content. These areas in rank order of enrollment included: consumer economics, foods, nutrition, clothing, textiles, child development, management, family relationships, housing, careers, and health-home nursing. These areas enrolled approximately 554,000 females and 45,600 males. Comprehensive types of courses in home economics predominated at both junior high and beginning level with special interest courses increasing in number at both senior high and the intermediate and advanced levels of home economics. Home economics departments used interdisciplinary team teaching in a limited number of situations and made little use of departmental teams.

Extensive play school activities for child development had conservative

utilization.

Commercial and traditional materials were the primary resources used by teachers and limited use was given to more visual kinds of resources such as films, film strips, and the more innovative resources such as simulation. No judgement could be made as to whether this resulted by self choice or from the circumstances of budget, availability, or convenience.

Recommendations:

Teachers need assistance in program development for establishing priorities of content emphasis, and coordination among the various levels of the program. Increase of relevancy and accountability could be achieved by broadening the scope of input into program planning including lay citizens, state and university personnel. The special talents of university and state personnel should be made available and presented in an acceptable and supportive manner to teachers.

Increase in male enrollment requires examining the programs as to their meaningfulness to males as well as females in concern for improving quality of family life.

The extension of home economics into the middle school brings a new concept to the teaching of home economics at the secondary level and further study needs to be made as to what is appropriate sequencing of concepts in developing the home economics program through the K-12 grade levels.

Planning of home economics programs included input from students, administrators, and teachers. There was underutilization of community citizens, state and university personnel.

Program evaluation primarily reflected students' and principals' reactions and North Central served as a formal means of evaluation for secondary programs. Follow-up of program graduates which could provide a sound basis for assessing the effectiveness of the program in practical and long range terms was used in less than 10 percent of the schools within the state.

Conclusions - Consumer education:

The consumer education programs were well supported and had the highest enrollment of any area in home economics. Even though relatively few, 44 projects, were funded, 448 teachers have developed consumer education programs. Teachers were neither well informed as to financial sources for their programs nor as to the complexities of funding. The general concepts of the consumer programs focused on consumer rights, budgeting - financial planning, advertisements, and special product purchase of clothing, food and housing. Team teaching had limited utilization.

Recommendation:

Preservice teacher certification programs in home economics need to reexamine the preparation of prospective teachers in the area of consumer education and assume responsibility for providing adequate background.

Continuous in-service education is necessary to keep teachers informed of correct consumer information.

The use of interdisciplinary approach should be explored and exemplary programs developed.

Conclusions - Occupational:

The occupational emphasis as illustrated by specific programs were reported by 8 percent of the teachers. Food service area was the main direction of these programs. Only about 50 percent of the programs incorporated cooperative experiences. Screening of students was primarily subjective in nature. Evaluation procedures relied heavily on content knowledge and little consideration was given to ability to perform. The positions of LVEC's were not utilized for maximum support.

Recommendations:

Preservice education needs to be strengthened in the concept of career and occupational directions for home economics.

In-service is essential to clarify the function of the occupational program as well as to give teachers assistance through LVEC's and other personnel in building sound programs including better selective and evaluation procedures.

Conclusions - Special learners:

Over one-half of the 1043 home economics teachers have pupils in their classes identified as special learners, this included both males and females. These pupils may be mainstreamed or homogeneously grouped. The main problem areas of the special learners were catagorized as physical and socio-economic. Generally, the teachers have had minimum preparation in working with special learners and rely upon other school personnel for assistance. The focuses of the home economics programs were comprehensive, occupational, or consumer oriented.

Recommendations:

Pre-service education needs revision to prepare the prospective teacher to cope with having special learners in the home economics programs. The preparation should not be limited to only one type of special learning problem.

In-service education could help to provide the necessary background in working with the slow learner. A team approach involving all personnel from areas such as behavioral disabilities, communication arts, and sociology, working with the teachers could provide support and direction to the home economics programs for the special learners.

Economically depressed areas:

Either due to inadequacy of the questionnaire or lack of programs, no evidence was supplied that could be interpreted as identifying any home economics programs as being especially designed for economically depressed areas. Undoubtedly, many worthwhile programs exist within the state due to the nature of metropolis areas and rural areas. From the response to the questionnaire on special learners, there was adequate evidence that learners do have special problems arising from socio-economic situations.

Recommendations:

Further study is necessary to provide specific information as to the nature of students in economically depressed areas. From available literature general guidelines could be established but these would be inadequate for program development.

Professional leadership:

Professional leadership was interpreted as: 1) the recognized influence a teacher has within her school, 2) the quality attributed to the home economics program with which she is associated, 3) membership in professional organizations.

Conclusions:

Principals were favorable in their opinions of the home economics programs and generally, rely upon their home economics teachers, and the Department of Public Instruction, and other adminstrators to keep them informed of practices within home economics.

Generally, principals felt that their home economics teachers participated in the total school policy and were received as having programs comparable to other programs within the schools. The department chairmen and teachers did not have the same view of themselves.

Teachers were continuing with professional study but did not tend to avail themselves of short term experiences such as workshops, institutes, etc. In addition, the teachers were more oriented towards affiliation with general education organizations, W.E.A., than towards the special interest organizations, A.H.E.A.

Most of the teachers were actively involved in curriculum development ranging from complete re-organization of the program to re-designing various aspects of a specific course.

Recommendations:

Communications among home economics teachers, administrators, counselors,

LVEC's needs to be improved. The communication from D.P.I. should be continued and perhaps give additional emphasis to their home economics consultants. D.P.I. support of curriculum development should be continuous through providing leadership, funds, etc.

AHEA/WHEA should make an effort to increase its service to secondary teachers so that the organization could be recognized as one necessary for affiliation.

Conclusions - Ancillary services:

Use of ancillary services in form of paraprofessionals or student aides was not common to home economics teachers. For those teachers having such assistance, the ancillary services were for supportive teaching activities.

Recommendations:

The inadequacy of ancillary services may be a local budget problem that can only be resolved through additional funds. The Department of Public Instruction may wish to exercise more leadership in this area through supporting special funded projects, consumer and occupational, and then encouraging school system to utilize ancillary personnel.

Objective 2: Assess administrators' perceptions of their home economics programs.

Conclusions:

Principals were supportive of their home economics programs and felt that the programs were of comparable quality to other programs within the school.

Enrollment increases were anticipated throughout home economics and particularily in careers, occupational, consumer and other special interest areas.

The direction for in-service education for their home economics teachers followed the same pattern including family life and child development.

Recommendations:

Involvement and communication with principals and home economics departments needs to continue and be improved. Teachers need to be encouraged to exercise the initiative of such action rather than waiting for the principal to seek involvement in and communication with the home economics department.

Secondary home economics programs in the state of Wisconsin have well prepared teachers, supportive administrators, and colleagues. The career-occupational aspect has been underemphasized. Consumer education permeates the majority of home economics programs. The high emphasis on foods-nutrition, textile-clothing continues although the child development and family life areas are receiving more recognition.

Pre-service education needs an extensive re-examination as to its adequacy in preparing home economics teachers.

In-service education could profit from establishing short and long range goals, establishing priorities, and planning for implementation.

ABSTRACT

STATUS SURVEY OF

SECONDARY SCHOOL HOME ECONOMICS PROGRAMS

IN THE STATE OF WISCONSIN

ABSTRACT

STATUS SURVEY OF SECONDARY SCHOOL HOME ECONOMICS PROGRAMS IN THE STATE OF WISCONSIN 1972

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ABSTRACT
STATUS SURVEY OF HOME ECONOMICS
AT THE SECONDARY LEVEL IN WISCONSIN

The educational patterns in secondary schools have been undergoing numerous and distinctive changes during the past ten years. The home economics programs have not been exempt from these changes. Previous federal vocational program support established by the George Barden Act was phased out. Secondary programs have extended their clientele into the middle school as well as changed focus. The Vocational Education Act of 1963 and the Vocational Amendments of 1968 gave impetus to development of programs in consumer education, occupational orientation, and disadvantaged as related to homemaking education. Consequently, programs of home economics needed to be reexamined as to priorities and alternative organizations. In 1970, the Wisconsin Home Economics Conceptual Structure and Planning Guide was finalized and distributed to all home economics teachers within Wisconsin. Implementation was supported by an extensive in-service program to be conducted over a five year period.

The changes within the secondary home economics program could not be evaluated as there was no base line for comparisons. The reporting of enrollments, programs, and courses had been incomplete and inadequate for making judgments. The need for a description of the current status of home economics in the secondary schools of Wisconsin was evident.

Problem. The purpose of this survey of the secondary, (middle school-senior high school) home economics programs within Wisconsin was to identify present program status which would serve as a basis for future program development and staff education.

Utilizing the five areas delineated in Part F of the Consumer and Homemaking Education section of the 1968 Vocational Amendments and the intent of the purpose for this survey, the following objectives were established:

1. Identify the number, focus, content, enrollment, and staffing for programs for state and selected school systems in:
   - A. Vocational (occupational) programs
   - B. Consumer education
   - C. Economically depressed areas
   - D. Professional leadership
   - E. Homemaker
   - F. Ancillary services
   - G. FHA (after due consideration this portion of the study was eliminated as existing records were deemed adequate)
2. Assess administrator's perceptions of their home economics programs.

Limitations of study. The survey was limited to the second semester of 1972 and to the public school home economics teachers and administrators

as identified by the Wisconsin Department of Public Instruction. This study was subject to all of the weaknesses when utilizing a written questionnaire for data collection.

Procedure. The program of home economics in the secondary schools of Wisconsin involved 1150 teachers, 604 principals, and approximately 604 schools. To attain the most extensive response and broadest base for an accurate description of home economics secondary programs, a series of six questionnaires was developed for collection of data as follows:

1. Professional information
2. Department chairmen
3. Principal's view of the home economics program
4. Consumer and homemaking projects
5. Occupational (vocational) home economics projects
6. Home economics programs for special learners

Analysis of the data consisted of tabulating frequency counts and percentages. The data were analyzed according to geographical areas, programs, grade level in school, and selected teacher variables.

Findings. The findings are presented in reference to the objectives of the study and only as they relate to the state.* There were no base line data available, therefore, no comparison could be made to the past.

Of the 1043 secondary home economics teachers responding 915 were fulltime and 128 were part-time. Nearly 65 percent of the teachers had received their B.S. degree within the last 12 years. Approximately 42 percent had completed some post Master's study. Less than one percent

* See the final report for differences in geographical areas, junior and senior high levels.

of the teachers had an undergraduate major in an area other than home economics. Over 90 percent of the teachers received their degrees, B.S. and M.S., within Wisconsin. The W.E.A. was the most frequently mentioned (80 percent) professional organization of affiliation. Only 32 percent of the teachers were members of AHEA/WHEA. Slightly less than 50 percent of the teachers had interrupted their teaching career for a period of 2 to more than 11 years. Nearly three-fourths of the teachers had participated in an in-service activity within the last two years and in addition, carried out curriculum development within their own programs. Approximately, 80 percent of the teachers spent from four to six hours in classroom teaching per day. The areas in which one-third or more of the teachers felt inadequate were those of disadvantaged, occupational, career, and health.

The secondary home economics programs in Wisconsin included eleven identifiable content areas that may be organized and taught as mutually exclusive or as integrated content. These areas-in rank order of enrollment consumer economics, foods, nutrition, clothing, textiles, child development, management, family relationships, housing, careers, health-home nursing-enrolled approximately 554,000 females and 45,600 males. Comprehensive types of courses in home economics predominated at both junior high and beginning course level with special interest courses increasing in number at both senior high and the intermediate and advanced course levels in home economics.

Only a general picture can be drawn for enrollment in the home economics content areas. The length of courses ranged from a unit to a full year. The following substantive areas were rank-ordered on the basis of estimated female enrollment:[1]

Area	Approx. Female Student Enrollment
Consumer Economics	126,000
Foods	100,000
Nutrition	60,000
Clothing	60,000
Textiles	44,000
Child Development	40,000
Management	34,000
Family Relationships	33,000
Housing	28,000
Careers	16,000
Health, Home Nursing	13,000
Total FTE	554,000

Estimated enrollment of males in the substantive areas was:

Area	Approx. Males Student Enrollment
Foods	12,000
Nutrition	8,000
Clothing	7,000
Family Relationships	4,200
Health, Home Nursing	3,400
Management	2,600
Consumer Economics	2,400

[1]Teachers throughout the state contributed FTE (full time equivalent) enrollment figures for these areas. The length of time in which a student was enrolled in each area is not considered. These are conservative approximations only, with much of the data supplied through notes written by individual teachers and included with the returned questionnaires. This item was not as well constructed as it should have been to provide precise information.

Area	Approx. Males Student Enrollment
Child Development	2,300
Housing	1,400
Careers	1,300
Textiles	1,000
Total FTE	45,600

Coeducational courses were offered within the program. Highest enrollments were at the beginning course level and decreased at intermediate and advanced course levels. The planning of home economics programs involved mainly input from students, administrators, and other home economics teachers. Limited use was made of other teachers, lay persons, state or university personnel.

Program evaluation relied heavily on students and administrators, reported by 72 and 69 percent of the teachers, respectively. The potential utilizing any follow-up study of program gra[illegible]ted was indicated by about 10 percent of the teachers.

The concept of a playschool activity within the child development course of study was noted by 202 of the respondents. The length of time for this activity varied from less than one, to four weeks or more with most programs being in the shorter time span. Most of the playschools took place within the department.

Teachers tended to rely on the pamphlets and brochures from commercial and non-commercial companies, film strips, periodicals, films and transparencies as the main resource for the department. Simulation and self-instructional materials were used by less than

one-third of the teachers. Any type of resource center outside of the department was indicated by 57 percent of the department chairmen.

Team teaching was not a common pattern even though home economics as an applied field lends itself to the team concept. Of the few departments incorporating teaching teams most of these were interdisciplinary.

The consumer concept whether taught as a separate unit or integrated, was receiving attention at beginning, intermediate, and advanced course levels. The distributions at the various levels were:

Level	Coed	Male	Female
Beginning	821	137	1152
Intermediate	102	8	1041
Advanced	1121	62	216

Within the 448 consumer programs, 44 were receiving special federal funds under the 1968 Vocational Education Amendments.

The basic consumer concepts most frequently emphasized at all levels were consumer rights, budgeting-financial planning, advertisements, and special product purchase of clothing, food, and housing. The lowest ranking items were wills, trusts, estate planning and automobile insurance. All other concepts insurance, warranties, etc. were evenly distributed between these high and low groups. Teachers expressed lack of ability to teach adequately all aspects of consumer education.

No specific home economics programs were identified as being specifically for students from economically depressed areas. This does not mean such programs do not exist but rather the questionnaire was not prepared in such a way as to provide appropriate responses. Within the broader category of

learners having special needs, physical, emotional, mental, or socio-economic, 592 teachers stated that they had such students in their classes. Over 90 percent of these students were heterogeneously grouped. The two predominant groups of special learners were identified as physical or socio-economic. This included both males and females. Most of the course work was at a beginning level in comprehensive home economics with some emphasis on occupational orientation. Only 6 percent of the teachers (N=442) indicated feeling adequately prepared to work with the special learners. Most of the academic preparations for the teachers fell into workshops, institutes, and similarly related activities.

Occupationally oriented programs in home economics were indicated by 87 teachers. The distribution by focus was:

%	Area	%	Area
39%	food service	11%	child care service
23%	clothing/textiles	5%	general career services
20%	health services	2%	housekeeping services

About half of the programs were cooperative. Total enrollment for the state was approximately 200 males and 700 females. The predominance of males was in the food service area. Screening of students was mainly subjective depending upon student interest and interview. Follow-up on the job as a means of program evaluation was noted by less than 10 percent of the teachers. The primary means of selecting students were expressed interest by students and through student interviews. Any form of screening utilizing testing procedures was indicated by only nine percent of the teachers. Evaluation of the occupational projects were concerned with knowledge, skill development, and attitude towards work. Follow-up

students with employers accounted for less than one-fourth of the evaluation procedures. Extensive use of advisory councils was not evident as 74 percent of the teachers noted two or less meetings with the council. Only about one half of the responding teachers stated that the LVEC had made noticeable contribution to their occupational programs.

Professional leadership could be illustrated by participation of the home economics teachers in formulation of over all school philosophy and objectives. Principals, 87 percent, stated this was evidenced in their school. Another indication of leadership is the acceptance and support given to the home economics program by the school. Principals were very uniform in their views of the general attitude within their schools towards home economics. Ninety nine percent of the principals throughout the state said that in their schools students, faculty, and administrators have favorable attitudes toward home economics. Similarly, 98 percent of the principals felt that counselors had favorable attitudes toward home economics. Ninety-four to ninety-six percent of the teachers, (N=1043), indicated the favorability in attitude toward home economics of these groups, with the exception of counselors. Approximately 71 percent of the teachers felt that counselors were supportive of their programs.

The quality of the home economics program is a reflection of the leadership given to the program. Of the principals, 19 percent rated their home economics programs to be 'better' than other programs. Seventy-two percent rated their home economics programs to be about the same. In comparison, 24 percent of the department chairmen stated their programs were 'better' than other curricular programs and 74 percent said 'were about the same'.

Ancillary services were available to 19 percent, 97 of the home economics departments within the state. About two-thirds of this number received assistance for less than 20 hours per week. Student help was available to about 19 percent of the departments and this was less than 20 hours per week. The primary uses of paraprofessionals were in preparing materials and care of department. Another supportive service to teachers was secretarial help. Nearly one-fifth of the departments had secretarial assistance when needed and about 10 percent never had this help.

Of the total of 604 principals at the secondary level, 550 returned usable questionnaires. A primary function of principals is to support and encourage inservice education which in turn helps to promote the development of the educational program. In relation to home economics teachers, the principals indicated that the direction for in-service over the next three years should be mainly in the area of consumer education, 73 percent; career opportunities, 65 percent; and family living, 58 percent.

An indication of communication between the home economics department and administration would be evidenced by the administrative office having on file a statement of the philosophy and purposes of the home economics program within the school. Seventy-four percent of the principals throughout the state replied as to having such a statement.

Throughout the state, 52 percent of the principals have a Local Vocational Education Coordinator (LVEC) available and 48 percent did not have a LVEC. Of those principals having an LVEC, 39 percent rated working relationship between the LVEC and home economics teacher(s) as: "excellent", 42 percent rated the relationship as "adequate" and 14 per-

cent rated the relationship as "unsatisfactory". Five percent of the principals made no response.

Change in home economics enrollment as given by the principals, 60 percent were increases from less than 10 percent to over 20 percent. These increases were predicted in the home economics special interest courses and occupational programs.

In view of this anticipated growth, space for home economics would become a problem as 54 percent of the principals stated that present space would be inadequate for future needs. Generally, principals, home economics chairmen, and teachers did not share the same views as to enrollment projection, ability of students, quality of programs, and space needs.

Conculusions.

The data from this survey of the states of secondary home economics programs in Wisconsin provide much needed evidence for establishing a base line from which to assess further program developments. In addition, there were numerous implications for strengthening the home economics support for special learners, occupational programs, and planning of space and facilities, as well as content and use of resources, and the process of teaching-learning. In-service programs need to be continuous and parallel the needs of program expansions and redirections.